

# WRSD Mandated Trainings

September 2022

At the end of this slidedeck, please  
complete the *Authorization of Completion*  
Form by September 16, 2022.

Mandated  
Reporting of  
Suspected Abuse  
or Neglect

# Mandated Reporting of Suspected Abuse or Neglect

Under Massachusetts General Laws Chapter 119, § 51A:

Any administrator, teacher, counselor, psychologist, nurse or social worker who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, becomes a mandated reporter.



# Mandated Reporting of Suspected Abuse or Neglect

## How to Report

- ❖ The school staff member informs the principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not investigators and need only have reasonable cause.
- ❖ The building principal, staff member informing the principal, in consultation with any other appropriate members of the school staff shall make a determination whether or not the case in question is a reportable case.
- ❖ It is to be expected that the confidentiality of such matters be strictly maintained.

# Mandated Reporting of Suspected Abuse or Neglect

## Reporting (Continued)

- ❖ In instances where a difference of opinion exists and the principal determines that the case is not reportable, any staff member may report the case to DCF on her/his own. In this instance, the staff member must notify the principal or designee that s/he has reported the case.
- ❖ The District shall not discharge or in any manner discriminate or retaliate against any person who in good faith makes such a report as provided for in this policy, testifies or is about to testify in any proceeding involving child abuse or neglect.



# Mandated Reporting of Suspected Abuse or Neglect

## Reporting (Continued)

- ❖ Once a determination is made to report a case of child abuse or neglect, an oral report must be made to DCF. If the principal wishes to report the case as the mandated reporter instead of a staff member, the staff member should be present when the principal makes the oral report to DCF.
- ❖ Within 48 hours of making the oral report, Form 51A\* must be completed and signed by the person making the oral report and sent to DCF.
- ❖ If the suspected abuser is an employee of the District, the mandated reporter or the principal shall notify the superintendent or designee immediately.

\*<http://worcesterda.com/wp-content/uploads/2015/04/51A-Report-Form-2014.pdf>

# Mandated Reporting of Suspected Abuse or Neglect

## References

- ❖ School Committee Policy P6614 Policy Relating to Pupil Services: Child Abuse/Neglect
- ❖ M.G.L. 119 Sec. 51A

# Non-Discrimination and Harassment



# Non-Discrimination and Harassment

The Wachusett Regional School District does not tolerate discrimination or harassment of students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age, or immigration status.

# Non-Discrimination means...

No person shall be excluded from or discriminated against in employment, admission to a public school of the District or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy status, age, homelessness, disability or immigration status.\*

\*Source-School Committee Policy P1000

# Title IX

- ❖ The District does not discriminate on the basis of sex in its educational programs or activities and is required by Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex.
- ❖ Such non-discrimination also extends to admissions and the employment application process.



# Sexual Harassment

- ❖ The Wachusett Regional School District is committed to maintaining school environments free of sexual harassment.
- ❖ Sexual harassment in any form or for any reason is prohibited. This includes sexual harassment by administrators, personnel, students, vendors, and other individuals in school or at school related events.

# Sexual Harassment

The term “sexual harassment” includes three (3) types of misconduct based on sex:

- (1) any instance of quid pro quo harassment by a school employee;
- (2) unwelcome conduct on the basis of sex, including unwelcome conduct based on sex stereotyping or on the basis of traditional notions of masculinity and femininity, that is sufficiently severe and pervasive and objectively offensive conduct, effectively denying a person equal educational access; or
- (3) any instance of sexual assault, dating violence, domestic violence, or stalking.

Definitions of terms above can be found on the *WRSD Title IX Sexual Harassment Grievance Procedure*

# Non-Discrimination and Harassment

## References

- ❖ [SC Policy P1000 Non-Discrimination and Harassment](#)
- ❖ [SC Policy 1020 Non-Discrimination on the Basis of Disability](#)
- ❖ [Title IX of the Education Amendments of 1972 \(Title IX\)](#)



Reporting  
Non-Discrimination,  
Harassment, and  
Retaliation

# Non-Discrimination

- ❖ If an individual is interested in filing a complaint that they have been discriminated against because of their race, color, sex, gender identity, pregnancy or pregnancy status, religion, national origin, sexual orientation, homelessness, disability, or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

# Civil Rights Grievance Procedure

- ❖ The [WRSD Civil Rights Grievance Procedure](#) can be found under “District Info” and “Harassment/ Discrimination Grievance Procedures” on the district’s website.



The screenshot shows the website for Wachusett Regional School District (WRSD). The header includes the WRSD logo and the text "WACHUSETT Regional School District". A navigation menu contains links for Home, Tech Help Center, District Info, Plans & Documents, For Parents, Special Ed, School Committee, For Staff, and Calendars. A sidebar on the left lists various services, with "Harassment/Discrimination Grievance Procedures" highlighted in blue. The main content area features a green banner with the text "HARASSMENT/DISCRIMINATION GRIEVANCE PROCEDURES" and a breadcrumb trail: "Wachusett Regional School District » District Info » Harassment/Discrimination Procedures". Below this, a list of links is shown, with a yellow arrow pointing to "WRSD Civil Rights Grievance Procedure".

**WACHUSETT**  
Regional School District

Home Tech Help Center District Info Plans & Documents For Parents Special Ed School Committee For Staff Calendars

District Info

- Food Services
- Health Services
- Budget and Finance
- Bullying Prevention & Intervention
- Harassment/Discrimination Grievance Procedures**

**HARASSMENT/DISCRIMINATION GRIEVANCE PROCEDURES**

Wachusett Regional School District » District Info » Harassment/Discrimination Procedures

- [WRSD Civil Rights Grievance Procedure](#)
- [WRSD Title IX Grievance Procedure](#)



# Title IX Sexual Harassment Grievance Procedure

- ❖ The [WRSD Title IX Sexual Harassment Grievance Procedure](#) can be found under “District Info” and “Harassment/ Discrimination Grievance Procedures” on the district’s website.



The screenshot displays the WRSD website interface. At the top left is the WRSD logo and the text "WACHUSETT Regional School District". A navigation bar contains links for Home, Tech Help Center, District Info, Plans & Documents, For Parents, Special Ed, School Committee, For Staff, and Calendars. A left sidebar menu lists various services, with "Harassment/Discrimination Grievance Procedures" highlighted in blue. The main content area features a green header for "HARASSMENT/DISCRIMINATION GRIEVANCE PROCEDURES" and a breadcrumb trail: "Wachusett Regional School District » District Info » Harassment/Discrimination Grievance Procedures". Below this, a list of links includes "WRSD Civil Rights Grievance Procedure" and "WRSD Title IX Grievance Procedure", with a yellow arrow pointing to the latter.

**WACHUSETT**  
Regional School District

Home Tech Help Center District Info Plans & Documents For Parents Special Ed School Committee For Staff Calendars

District Info

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- Bullying Prevention & Intervention
- Harassment/Discrimination Grievance Procedures**

**HARASSMENT/DISCRIMINATION GRIEVANCE PROCEDURES**

Wachusett Regional School District » District Info » Harassment/Discrimination Grievance Procedures

- WRSD Civil Rights Grievance Procedure
- WRSD Title IX Grievance Procedure

# Retaliation

- ❖ Retaliation against any individual who has brought sexual harassment to the attention of school officials, or against any individual who has participated, or refused to participate, in the investigation thereof is unlawful and will not be tolerated by the Wachusett Regional School District.

# Reporting Complaints

- ❖ Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal or Civil Rights Coordinator.
- ❖ Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor.
- ❖ ANY complaint received by school personnel shall be promptly reported to the Principal or Civil Rights Coordinator



# Reporting Civil Rights and Sexual Harassment Complaints

- ❖ Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal or appropriate Coordinator.

Civil Rights & Title IX Coordinator for Student Complaints:

**Jon Krol, Director of SEL & Equity**

Civil Rights & Title IX Coordinator for Staff Complaints:

**Pamela Rutkowski, Director of Human Resources**

# Non-Discrimination and Harassment

## References

- ❖ [SC Policy P1000 Non-Discrimination and Harassment](#)
- ❖ [SC Policy 1020 Non-Discrimination on the Basis of Disability](#)
- ❖ [Title IX of the Education Amendments of 1972 \(Title IX\)](#)
- ❖ [WRSD Civil Rights Grievance Procedure](#)
- ❖ [WRSD Title IX Sexual Harassment Grievance Procedure](#)

# Bullying Prevention and Intervention



# So what is bullying?

Bullying is defined\* as the repeated use by one or more people of a written, verbal electronic or physical act or gesture that:

- ❖ Causes physical or emotional harm to the victim or to his/her property
- ❖ Places the victim in reasonable fear of harm or damage to his/her property
- ❖ Creates a hostile environment at the school for the victim
- ❖ Infringes on the rights of the victim at school
- ❖ Materially and/or substantially disrupts the education process or the orderly operation of the school
- ❖ Bullying also includes Cyberbullying

\*Source-School [Committee Anti-Bullying Policy P6438](#)

# What is Cyberbullying?

Cyberbullying is bullying through the use of technology or any electronic communication which includes:

- ❖ The transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by mediums such as electronic mail, Internet communications, instant messages or facsimile.
- ❖ The creation of Web Page or Blog by assuming another's identity.
- ❖ The knowing impersonation of another person as author of posted content.
- ❖ The electronic distribution to more than one person or the posting of material on an electronic medium that may be accessed by more than one person if the distribution or posting creates conditions inclusive of the definition of bullying.



# Bullying Prevention and Intervention

- ❖ It is a violation of District Policy for any student or staff member to engage in bullying or cyberbullying, or for any employee of the Wachusett District Schools to condone or fail to report incidents of bullying or cyberbullying.
- ❖ It is a violation for bullying or cyberbullying to take place:
  - ❖ On and near school grounds
  - ❖ At school-sponsored events
  - ❖ At school bus stops or on school buses or school owned vehicles
  - ❖ Through electronic devices owned by the District



# Bullying Prevention and Intervention

Reports of bullying or retaliation may be:

- ❖ Made by staff, students, parents, guardians or others
- ❖ Given orally or in writing

It is the responsibility of **every** employee of the district to report acts of bullying, cyberbullying or retaliation.

- ❖ Report ASAP to the principal
- ❖ All reports will be promptly investigated

# Bullying Prevention and Intervention

An investigation involves:

- ❖ Interviews with all students involved
- ❖ Collection of evidence including digital or hard copies of electronic communication, web pages, notes, etc.
- ❖ A review of previous disciplinary records
- ❖ Notification to parent(s) or guardian(s)
- ❖ Notification to police if it is believed that criminal charges may be pursued against the aggressor
- ❖ Appropriate disciplinary action

# Bullying Prevention and Intervention

## References

- ❖ [WRSD School Committee Policy P6438: Anti-Bullying Policy](#)
- ❖ [MGL, Title XII, Chapter 71, Section 37O](#)
- ❖ [603 CMR 49.00](#)
- ❖ [WRSD Bullying Prevention and Intervention Plan](#)



# Section 504

# Section 504

- ❖ Section 504 of the Rehabilitation Act of 1973 is a federal non-discrimination statute that prohibits discrimination on the basis of disability.
- ❖ Section 504 contains specific provisions that must be met by any educational entity or program that receives federal funding.
- ❖ WRSD receives federal funding.

# Section 504

- ❖ Section 504 requires that schools provide the accommodations, and in some cases, services, designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met.
- ❖ A student who has a physical or mental impairment that substantially limits one or more major life activities is eligible for a 504 plan.
  - ❖ A student does not have to be limited in his/her ability to learn to be eligible for accommodations or services.



# Section 504

- ❖ The 504 Plan is a written statement of the services and/or accommodations necessary to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met.
- ❖ The 504 Plan is developed at a meeting of a group of individuals knowledgeable about the student.
- ❖ Parents must be provided with the opportunity for meaningful participation in the process.

# Section 504

- In addition to the accommodations and/or services identified in the 504 plan, a finding of eligibility entitles the student to:
  - The right to a free and appropriate public education (FAPE);
  - The right to due process prior to a change in placement;
  - The right to additional procedural protections when subject to disciplinary sanctions;
  - Equal opportunities to participate in non-academic and athletic activities.

# Section 504

## References

- ❖ [Section 504, Rehabilitation Act of 1973](#)



The Individuals  
with  
Disabilities  
Education Act  
(IDEA)

# IDEA

- ❖ The Individuals with Disabilities Education Act (IDEA) entitles eligible students to an individualized program of specially designed instruction and/or related services that are reasonably calculated to provide educational benefit to the student in the least restrictive setting consistent with that goal.
- ❖ A student with a disability who requires specially designed instruction and/or related services to progress effectively in the general curriculum is eligible for IDEA services.

# IDEA

## Definition of an Individualized Education Program (IEP)

- ❖ An annual written statement detailing:
  - ❖ The student's current strengths and weaknesses
  - ❖ Annual goals for the student
  - ❖ The special education services, accommodations and placement necessary to enable the student to progress toward the goals and to make effective progress in the general curriculum
- ❖ Staff are required to enact IEP accommodations once the plan is in place



# IDEA

## References

- ❖ [General Information about IDEA](#)
- ❖ [The Individuals with Disabilities Act](#)

McKinney Vento  
Homeless  
Education

# The McKinney Vento Act

- ❖ Under this act, states must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths.
- ❖ This includes providing homeless students access to the same educational and related services that all students have access to.
- ❖ Homeless students may not be separated from the mainstream school environment.
- ❖ The intent of the McKinney-Vento Homeless Assistance Act is to minimize the amount of time that homeless children and youth are out of school.



# Who is considered Homeless?

The McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. This includes children who are:

- ❖ Sharing housing of other persons due to loss of housing or economic hardship or similar reason;
- ❖ Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- ❖ Living in emergency or transitional shelters;
- ❖ Being abandoned in hospitals;
- ❖ Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
- ❖ Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings;
- ❖ Unaccompanied youths not in the physical custody of a parent or legal guardian, and not in the custody of a state agency;
- ❖ Migratory and undocumented immigrant children living in conditions described in the previous examples.

# School Selection

- ❖ A McKinney Vento student remains in his or her school of origin unless it is determined that remaining in the school of origin is not in the child's best interest.
- ❖ If it is not in the child's best interest to stay, then the child is immediately enrolled in a new school even if the child is unable to produce records normally required for enrollment.
- ❖ The only initial information a school may require prior to enrollment is an emergency contact.
- ❖ According to federal law, enrollment barriers need to be removed, including any enrollment deadlines, fines or fees, required records for enrollment, including immunization or other required health records, proof of residency, or other documentation, or academic records, including documentation for credit transfer.



# Student Supports

- ❖ Student privacy needs to be protected, including information about a homeless child or youth's living situation. PowerSchool records will not identify students as homeless. Information on living situations is to be shared only on a need-to-know basis.
- ❖ McKinney-Vento students are entitled to equal access to comparable services. This means they are entitled to participate in all school courses, events, and activities.
- ❖ McKinney-Vento students are automatically eligible for the Title I services offered in the district even if they are not enrolled in a Title I school.
- ❖ McKinney-Vento students are entitled to free school nutrition programs without filling out paperwork.



# College Bound Students

- ❖ All McKinney-Vento high school students need to receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid, and the availability of on-campus supports.
- ❖ Independent students do not need to provide parent information on the FAFSA, and an independent student's Federal financial aid package is calculated without the expectation of parental financial support.
- ❖ For more information:
  - ❖ U.S. Department of Education-Homeless Education  
<https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html>
  - ❖ National Center for Homeless Education  
<https://nche.ed.gov/legis/mv.php>

# Homeless Education

## References

- ❖ [WRSD School Committee Policy 6122: Policy Relating to Pupil Services: Homelessness](#)
- ❖ [WRSD School Committee Policy 6123: Policy Relating to Pupil Services: Educational Opportunities for Children in Foster Care](#)
- ❖ [WRSD School Committee Policy 6124: Policy Relating to Pupil Services: Educational Opportunities for Military Children](#)

# Physical Restraint



# Physical Restraint

## Massachusetts - Restraint & Seclusion Regulations and Procedures

- ❖ New Massachusetts Regulations went into effect January 1, 2016\*
- ❖ All staff receive annual training in order to understand prevention techniques as well as to understand the regulations surrounding the application of physical restraint to students
- ❖ We want our students and staff to remain safe in school when involved with difficult behavior

\*603 CMR 46.00 - Prevention of Physical Restraint and Requirements If Used

# Physical Restraint

- ❖ Physical Restraint is the direct physical contact that prevents or significantly restricts a student's freedom of movement. It does not include:
  - ❖ brief physical contact to promote student safety;
  - ❖ providing physical guidance or prompting when teaching a skill; redirecting attention; or providing comfort; or
  - ❖ a physical escort.
- ❖ Chemical Restraints are prohibited, which includes the administration of medication for the purpose of temporarily controlling behavior.
  - ❖ Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.



# Physical Restraint

Physical Restraint may be used only where:

- ❖ Non-physical interventions would be ineffective
- ❖ The student's behavior poses a threat of imminent, serious, physical harm to self and/or others

Physical Restraint may not be used:

- ❖ As punishment
- ❖ As a response to property destruction
- ❖ In response to a student's refusal to comply with rules/directions unless the non-compliance creates a threat of imminent, serious physical harm

Physical Restraint is an emergency procedure of last resort



# Physical Restraint

Restraint to be administered only by trained personnel (Safety Care or CPI)

- ❖ Must use minimum amount of force necessary in the safest manner possible.
- ❖ Must terminate restraint as soon as possible.
- ❖ State Regulations\* do not prevent a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

\*603 CMR 46.00 Prevention of Physical Restraint and Requirements If Used

# Physical Restraint

## Duration of Restraint

- ❖ Any restraint must terminate as soon as the student is no longer an immediate danger to himself or others, *or* the student indicates that he/she cannot breathe, *or* if the student is observed to be in severe distress, such as having difficulty breathing, or sustains prolonged coughing or crying.
- ❖ If student is to be restrained beyond 20 minutes, staff must obtain approval of Principal.
  - ❖ Approval must be based upon student's continued agitation justifying need for continued restraint.



# Physical Restraint

## Reporting Restraints

- ❖ All staff members must immediately inform the Principal of any physical restraint and must file a written report no later than next school day.
- ❖ Principal must verbally inform the student's parents immediately and must mail or e-mail the parents a written report within three school days of a restraint.
- ❖ Any restraint that results in injury must be reported to DESE within three school days of the restraint.
- ❖ Reporting requirements cannot be waived by the parent/guardian or the IEP Team.



# Physical Restraint

## References

- ❖ [603 CMR 46.00 - Prevention of Physical Restraint and Requirements If Used](#)
- ❖ [WRSD School Committee Policy 5252A: Policy Relating to Personnel Management: Restraint Prevention and Behavior Support Policy](#)

Student's Right to  
Privacy  
and FERPA

# Student Privacy

- ❖ The Family Educational Rights and Privacy Act (FERPA)\* is a Federal law that protects the privacy of student education records.
- ❖ The law applies to all schools that receive federal funds, which WRSD does.
- ❖ FERPA gives parents rights with respect to their children's educational records.
  - ❖ These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

\*20 U.S.C. § 1232g; 34 CFR Part 99



# Student Privacy

- ❖ Parents or eligible students have the right to inspect and review the student's educational records maintained by the school.
- ❖ Parents or eligible students have the right to request that a school correct records they believe are inaccurate or misleading.
- ❖ Generally, schools must have written permission from parent or eligible student in order to release any information from a student's education record.

# Student Privacy

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- ❖ School officials with legitimate educational interest;
- ❖ Other schools to which a student is transferring;
- ❖ Appropriate parties in connection with financial aid to a student;
- ❖ To comply with a judicial order or lawfully issued subpoena;
- ❖ Appropriate officials in cases of health and safety emergencies; and
- ❖ State and local authorities, within a juvenile justice system, pursuant to specific State law.



# Student Privacy

Authorized personnel\* are:

- ❖ Administrators, teachers, counselors and other professionals who:
  - ❖ Are employed by the District or who are providing services to the student under an agreement between the school committee and a service provider; and
  - ❖ Who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity.
- ❖ Administrative office staff and clerical personnel, including personnel who process student data
- ❖ The Evaluation Team which evaluates a student

\*603 CMR 23.02 Student Records: Definition of Terms



# Student Privacy

## References:

- ❖ 603 CMR 23.00 Student Records
- ❖ 20 U.S.C. § 1232g; 34 CFR Part 99 The Family Educational Rights and Privacy Act

# Universal Precautions

# Universal Precautions

## Bloodborne Pathogens

- ❖ Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans.
- ❖ These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV).



# Universal Precautions

Pathogens may be transmitted in a variety of ways, including:

- ❖ Contact with another person's blood or body fluid containing blood
- ❖ Contact with mucous from another person's eyes, mouth, or nose
- ❖ Contact with contaminated sharps or needles

# Universal Precautions

- ❖ Treat all blood and body fluids as if they are contaminated.
  - ❖ Avoid contacting body fluids
  - ❖ Wear disposable gloves
- ❖ Hand washing is one of the most important practices used to prevent transmission of BBP.
- ❖ Dispose of all contaminated material in the proper manner.

# Universal Precautions

What to do if you are exposed:

- ❖ Wash any exposed area thoroughly with soap and water.
- ❖ If blood is splashed in the eye or mucous membrane, flush the area with running water for at least 15 minutes.
- ❖ Report the exposure as soon as possible to your school nurse.



# Universal Precautions

## References:

- ❖ [OSHA Fact Sheet on Bloodborne Pathogens](#)
- ❖ [US Department of Labor Bloodborne Pathogens Overview](#)

Managing Life  
Threatening  
Allergies with the  
EpiPen

# EpiPen Training

- ❖ An EpiPen is an auto-injector that contains epinephrine, a chemical that narrows blood vessels and opens airways in the lungs
- ❖ Epinephrine can reverse severe low blood pressure, wheezing, severe skin itching, hives, and other symptoms of an allergic reaction
  - ❖ Allergic reactions are sensitivities to substances called allergens that come into contact with the skin, nose, eyes, respiratory tract, and gastrointestinal tract.
  - ❖ Many allergic reactions are mild, while others can be severe and life threatening.



# EpiPen Training

- ❖ Most severe allergic reactions occur within seconds or minutes after exposure to the allergen.
- ❖ Symptoms may be confined to a small area of the body, or they may affect the entire body.
- ❖ The most severe type of reaction is called anaphylaxis or anaphylactic shock.
  - ❖ Immediate medical attention is needed for this condition. Without treatment, anaphylaxis can get worse very quickly and lead to death within 15 minutes or less.

# EpiPen Training

## Resources:

- ❖ [EpiPen Facts](#)
- ❖ See School Nurse for Hands-On Training

# Review of Student Handbook



# 2022-2023 Student Handbooks

Please review your school's *2022-2023 Student Handbook* linked below. At the end of this presentation, as part of the “Authorization of Completion”, you will acknowledge your review.

Central Tree

Glenwood

Naquag

Chocksett

Houghton

Paxton

Davis Hill

Mayo

Thomas Prince

Dawson

Mountview

WRHS

# District Roles and Authorization of Completion

# District Roles

- Civil Rights & Title IX Coordinator for Student Complaints:  
**Jon Krol, Director of SEL & Equity**
- Civil Rights & Title IX Coordinator for Staff Complaints:  
**Pamela Rutkowski, Director of Human Resources**
- Equity Coordinator (includes Section 504):  
**Jon Krol, Director of SEL & Equity**
- Stability Liaison (i.e. McKinney Vento):  
**Jon Krol, Director of SEL & Equity**
- ELE Coordinator: **Jodi Brunelle, ELE Specialist**
- District Nurse Leader: **Amy McGeary**



# District Roles (cont.)

- Civil Rights & Title IX Coordinator for Student Complaints:
  - **Jon Krol, Director of SEL & Equity**
  -
- Civil Rights & Title IX Coordinator for Staff Complaints:
  - **Pamela Rutkowski, Director of Human Resources**

# Authorization of Completion

Congratulations! You are almost done. There is one final step to complete your training, and that is to click on the link below so we can collect your name and school.

[Authorization of Completion Survey](#)

